ANNUAL INDEX

Journal of Learning Disabilities
January–December 1999
Volume 32

AARON, P. G.; JOSHI, Malatesha; WILLIAMS, Kathryn A.: Not All Reading Disabilities Are Alike, 120–137.

ABBOTT, Robert D.: *See* BERNINGER, Virginia, 491–503; *See* MALMGREN, Kimber, 194–200.

AHONEN, Timo: *See* ARO, Mikko, 457–463; *See* POIKKEUS, Anna-Maija, 22–35.

ANDERSON, Angela M.: *See* WARD-LONERGAN, Jeannene M., 213–223.

ANTONOFF, Stanley J.: *See* GANSCHOW, Leonore, 72–84.

ARDILA, Alfredo: *See* PINEDA, David, 159–173.

ARO, Mikko; ARO, Tuija; AHONEN, Timo; RÄSÄNEN, Tuuli; HIETALA, Anne; LYYTINEN, Heikki: The Development of Phonological Abilities and Their Relation to Reading Acquisition: Case Studies of Six Finnish Children, 457–463.

ARO, Tuija: *See* ARO, Mikko, 457–463.

BADIAN, Nathlie A.: Reading Disability Defined as a Discrepancy Between Listening and Reading Comprehension: A Longitudinal Study of Stability, Gender Differences, and Prevalence, 138–148.

BALISE, Raymond R.: *See* SILVER, Cheryl H., 108–119.

BEALE, Ivan L.: *See* DRYER, Rachel, 174–186.

BERNINGER, Virginia; ABBOTT, Robert D.; ZOOK, Dori; OGIER, Stacy; LEMOS, Zenia; BROOKSHER, Rebecca: Early Intervention for Reading Disabilities: Teaching the Alphabet Principle in a Conncetionist Framework, 491–503.

BLACK, Jeffrey L.: *See* SILVER, Cheryl H., 108–119.

BODEN, Catherine; BRODEUR, Darlene A.: Visual Processing of Verbal and Nonverbal Stimuli in Adolescents with Reading Disabilities, 58–71.

BRODEUR, Darlene A.: *See* BODEN, Catherine, 58–71.

BROOKSHER, Rebecca: *See* BERNINGER, Virginia, 491–503.

CHERKES-JULKOWSKI, Miriam; MITLINA, Natasha: Self-Organization of Mother-Child Instructional Dyads and Later Attention Disorder, 6–21.

CLINTON, Amanda: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.

CONDON, Margaret: *See* GOMEZ, Rapson, 150–158.

CONNOR, Robert T.: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.

CORNOLDI, Cesare; RIGONI, Fiorenza; TRESSOLDI, Patrizio E.; VIO, Claudio: Imagery Deficits in Nonverbal Learning Disabilities, 48–57.

COYNE, Jennifer: *See* GANSCHOW, Leonore, 72–84.

DARCH, Craig: *See* RABREN, Karen, 36–47.

DENENBERG, Victor H.: A Critique of Mody, Studdert-Kennedy, and Brady's "Speech Perception Deficits in Poor Readers: Auditory Processing or Phonological Coding?," 379–383.

DRYER, Rachel; BEALE, Ivan L.; LAMBERT; Anthony J.: The Balance Model of Dyslexia and Remedial Training: An Evaluative Study, 174–186.

DYKMAN, Roscoe A.: *See* ACKERMAN, Peggy T., 83–90.

EAVES, Ronald C.: *See* RABREN, Karen, 36–47.

ELLIOTT, Jennifer: *See* MARSHALL, Richard M., 239–247.

ELSWIT, Lawrence; GEETER, Erika; GOLDBERG, Judith A.: Between Passion and Policy: Litigating the Guckenberger Case, 292–303, 319.

ENNEMOSER, Marco: *See* SCHNEIDER, Wolfgang, 429–436.

EVANS, Henryka M.: *See* SEYMOUR, Philip H. K., 394–405.

FAIR, George W.: *See* SILVER, Cheryl H., 108–119.

FAUST, Miriam: *See* KRAVETZ, Shlomo, 248–256.

FELDMAN, Judith F.: *See* ROSE, Susan A., 256–266.

FUTTERWEIT, Lorelle R.: *See* ROSE, Susan A., 256–266.

GANSCHOW, Leonore; COYNE, Jennifer; PARKS, Allen W.; ANTONOFF, Stanley J.: A 10-Year Follow-Up Survey of Programs and Services for Students with Learning Disabilities in Graduate and Professional Schools, 72–84.

GANSCHOW, Leonore: *See* SPARKS, Richard L., 284–285; *See* SPARKS, Richard L., 553–565; *See* SPARKS, Richard L., 566–580.

GEETER, Erika: *See* ELSWIT, Lawrence, 292–303, 319.

GOLDBERG, Judith A.: *See* ELSWIT, Lawrence, 292–303, 319.

GOMEZ, Rapson; CONDON, Margaret: Central Auditory Processing Ability in Children with ADHD With and Without Learning Disabilities, 150–158.

GONZÁLEZ, Juan E. Jiménez; VALLE, Isabel Hernández: A Spanish Perspective on LD, 267–275.

GORDON, Michael; LEWANDOWSKI, Lawrence; KEISER, Shelby: The LD Label for Relatively Well-Functioning Students: A Critical Analysis, 485–490.

HANDWERK, Michael L.: *See* MARSHALL, Richard M., 239–247.

HAWKINS, J. David: *See* MALMGREN, Kimber, 194–200.

HIETALA, Anne: *See* ARO, Mikko, 457–463.

HISHINUMA, Earl S.: An Update on NCAA College Freshman Academic Requirements: The Impact on Students with LD, 362–371.

JANKOWSKI, Jeffery J.: *See* ROSE, Susan A., 256–266.

JAVORSKY, James: *See* SPARKS, Richard L., 329–349; *See* SPARKS, Richard L., 553–565; *See* SPARKS, Richard L., 566–580.

JOSHI, Malatesha: *See* AARON, P.G., 120–137.

KEISER, Shelby: *See* GORDON, Michael, 485–490.

KRAVETZ, Shlomo; FAUST, Miriam; LIPSHITZ, Shahar; SHALHAV, Shlomo: LD, Interpersonal Understanding, and Social Behavior in the Classroom, 248–256.

KÜSPERT, Petra: *See* SCHNEIDER, Wolfgang, 429–436.

LAMBERT, Anthony J.: *See* DRYER, Rachel, 174–186.

LEMOS, Zenia: *See* BERNINGER, Virginia, 491–503.

LEONG, Che Kan: Phonological and Morphological Processing in Adult Students with Learning/Reading Disabilities, 224–238.

ANNUAL INDEX

Journal of Learning Disabilities
January–December 1999
Volume 32

AARON, P. G.; JOSHI, Malatesha; WILLIAMS, Kathryn A.: Not All Reading Disabilities Are Alike, 120–137.

ABBOTT, Robert D.: *See* BERNINGER, Virginia, 491–503; *See* MALMGREN, Kimber, 194–200.

AHONEN, Timo: *See* ARO, Mikko, 457–463; *See* POIKKEUS, Anna-Maija, 22–35.

ANDERSON, Angela M.: *See* WARD-LONERGAN, Jeannene M., 213–223.

ANTONOFF, Stanley J.: *See* GANSCHOW, Leonore, 72–84.

ARDILA, Alfredo: *See* PINEDA, David, 159–173.

ARO, Mikko; ARO, Tuija; AHONEN, Timo; RÄSÄNEN, Tuuli; HIETALA, Anne; LYYTINEN, Heikki: The Development of Phonological Abilities and Their Relation to Reading Acquisition: Case Studies of Six Finnish Children, 457–463.

ARO, Tuija: *See* ARO, Mikko, 457–463.

BADIAN, Nathlie A.: Reading Disability Defined as a Discrepancy Between Listening and Reading Comprehension: A Longitudinal Study of Stability, Gender Differences, and Prevalence, 138–148.

BALISE, Raymond R.: *See* SILVER, Cheryl H., 108–119.

BEALE, Ivan L.: *See* DRYER, Rachel, 174–186.

BERNINGER, Virginia; ABBOTT, Robert D.; ZOOK, Dori; OGIER, Stacy; LEMOS, Zenia; BROOKSHER, Rebecca: Early Intervention for Reading Disabilities: Teaching the Alphabet Principle in a Conncetionist Framework, 491–503.

BLACK, Jeffrey L.: *See* SILVER, Cheryl H., 108–119.

BODEN, Catherine; BRODEUR, Darlene A.: Visual Processing of Verbal and Nonverbal Stimuli in Adolescents with Reading Disabilities, 58–71.

BRODEUR, Darlene A.: *See* BODEN, Catherine, 58–71.

BROOKSHER, Rebecca: *See* BERNINGER, Virginia, 491–503.

CHERKES-JULKOWSKI, Miriam; MITLINA, Natasha: Self-Organization of Mother-Child Instructional Dyads and Later Attention Disorder, 6–21.

CLINTON, Amanda: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.

CONDON, Margaret: *See* GOMEZ, Rapson, 150–158.

CONNOR, Robert T.: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.

CORNOLDI, Cesare; RIGONI, Fiorenza; TRESSOLDI, Patrizio E.; VIO, Claudio: Imagery Deficits in Nonverbal Learning Disabilities, 48–57.

COYNE, Jennifer: *See* GANSCHOW, Leonore, 72–84.

DARCH, Craig: *See* RABREN, Karen, 36–47.

DENENBERG, Victor H.: A Critique of Mody, Studdert-Kennedy, and Brady's "Speech Perception Deficits in Poor Readers: Auditory Processing or Phonological Coding?," 379–383.

DRYER, Rachel; BEALE, Ivan L.; LAMBERT; Anthony J.: The Balance Model of Dyslexia and Remedial Training: An Evaluative Study, 174–186.

DYKMAN, Roscoe A.: *See* ACKERMAN, Peggy T., 83–90.

EAVES, Ronald C.: *See* RABREN, Karen, 36–47.

ELLIOTT, Jennifer: *See* MARSHALL, Richard M., 239–247.

ELSWIT, Lawrence; GEETER, Erika; GOLDBERG, Judith A.: Between Passion and Policy: Litigating the Guckenberger Case, 292–303, 319.

ENNEMOSER, Marco: *See* SCHNEIDER, Wolfgang, 429–436.

EVANS, Henryka M.: *See* SEYMOUR, Philip H. K., 394–405.

FAIR, George W.: *See* SILVER, Cheryl H., 108–119.

FAUST, Miriam: *See* KRAVETZ, Shlomo, 248–256.

FELDMAN, Judith F.: *See* ROSE, Susan A., 256–266.

FUTTERWEIT, Lorelle R.: *See* ROSE, Susan A., 256–266.

GANSCHOW, Leonore; COYNE, Jennifer; PARKS, Allen W.; ANTONOFF, Stanley J.: A 10-Year Follow-Up Survey of Programs and Services for Students with Learning Disabilities in Graduate and Professional Schools, 72–84.

GANSCHOW, Leonore: *See* SPARKS, Richard L., 284–285; *See* SPARKS, Richard L., 553–565; *See* SPARKS, Richard L., 566–580.

GEETER, Erika: *See* ELSWIT, Lawrence, 292–303, 319.

GOLDBERG, Judith A.: *See* ELSWIT, Lawrence, 292–303, 319.

GOMEZ, Rapson; CONDON, Margaret: Central Auditory Processing Ability in Children with ADHD With and Without Learning Disabilities, 150–158.

GONZÁLEZ, Juan E. Jiménez; VALLE, Isabel Hernández: A Spanish Perspective on LD, 267–275.

GORDON, Michael; LEWANDOWSKI, Lawrence; KEISER, Shelby: The LD Label for Relatively Well-Functioning Students: A Critical Analysis, 485–490.

HANDWERK, Michael L.: *See* MARSHALL, Richard M., 239–247.

HAWKINS, J. David: *See* MALMGREN, Kimber, 194–200.

HIETALA, Anne: *See* ARO, Mikko, 457–463.

HISHINUMA, Earl S.: An Update on NCAA College Freshman Academic Requirements: The Impact on Students with LD, 362–371.

JANKOWSKI, Jeffery J.: *See* ROSE, Susan A., 256–266.

JAVORSKY, James: *See* SPARKS, Richard L., 329–349; *See* SPARKS, Richard L., 553–565; *See* SPARKS, Richard L., 566–580.

JOSHI, Malatesha: *See* AARON, P.G., 120–137.

KEISER, Shelby: *See* GORDON, Michael, 485–490.

KRAVETZ, Shlomo; FAUST, Miriam; LIPSHITZ, Shahar; SHALHAV, Shlomo: LD, Interpersonal Understanding, and Social Behavior in the Classroom, 248–256.

KÜSPERT, Petra: *See* SCHNEIDER, Wolfgang, 429–436.

LAMBERT, Anthony J.: *See* DRYER, Rachel, 174–186.

LEMOS, Zenia: *See* BERNINGER, Virginia, 491–503.

LEONG, Che Kan: Phonological and Morphological Processing in Adult Students with Learning/Reading Disabilities, 224–238.

LEWANDOWSKI, Lawrence: *See* GORDON, Michael, 485–490.
LILES, Betty Z.: *See* WARD-LONERGAN, Jeannene M., 213–223.
LIPSHITZ, Shahar: *See* KRAVETZ, Shlomo, 248–256.
LYYTINEN, Heikki: *See* ARO, Mikko, 457–463.
LYYTINEN, Paula: *See* POIKKEUS, Anna-Maija, 22–35.
MALMGREN, Kimber; ABBOTT, Robert D.; HAWKINS, J. David: LD and Delinquency: Rethinking the "Link", 194–200.
MARSHALL, Richard M.; SCHAFER, Vickie A.; O'DONNELL, Louise; ELLIOTT, Jennifer; HANDWERK, Michael L.: Arithmetic Disabilities and ADD Subtypes: Implications for DSM-IV, 239–247.
MAYRINGER, Heinz: *See* WIMMER, Heinz, 473–478.
MILICH, Richard: *See* SETTLE, Shirley A., 201–212.
MITLINA, Natasha: *See* CHERKES-JULKOWSKI, Miriam, 6–21.
NAGLIERI, Jack A.: *See* VAN LUIT, Johannes E. H., 98–107.
NÄRHI, Vesa: *See* POIKKEUS, Anna-Maija, 22–35.
NIEDERSØE, Jan: *See* OLOFSSON, Åke, 464–472.
NIELSEN, Kathleen H.: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.
NIEMI, Pekka; PORPODAS, Costas D.; TØNNESSEN, Finn Egil: Reading Disorders and Their Treatment in Europe: Introduction to the Special Series, 384–385.
NIEMI, Pekka: *See* POSKIPARTA, Elisa, 437–446.
O'DONNELL, Louise: *See* MARSHALL, Richard M., 239–247.
OGIER, Stacy: *See* BERNINGER, Virginia, 491–503.
OLOFSSON, Åke; NIEDERSØE, Jan: Early Language Development and Kindergarten Phonological Awareness as Predictors of Reading Problems: From 3 to 11 Years of Age, 464–472.
PARKE, Lesley A.: *See* SKOTTUN, Bernt, 2–5.
PARKS, Allen W.: *See* GANSCHOW, Leonore, 72–84.
PARLE, Nancy: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.
PENNETT, Deborah-Lynne: *See* SILVER, Cheryl H., 108–119.
PHILIPS, Lois: *See* SPARKS, Richard L., 553–565; *See* SPARKS, Richard L., 566–580.
PINEDA, David; ARDILA, Alfredo; ROSSELLI, Mónica: Neuropsychological and Behavioral Assessment of ADHD in Seven- to Twelve-Year-Old Children: A Discriminant Analysis, 159–173.
POIKKEUS, Anna-Maija; AHONEN, Timo; NÄRHI, Vesa; LYYTINEN, Paula; RASKU-PUTTONEN, Helena: Language Problems in Children with Learning Disabilities: Do They Interfere with Maternal Communication, 22–35.
PORPODAS, Costas D.: Patterns of Phonological and Memory Processing in Beginning Readers and Spellers of Greek, 406–416.
PORPODAS, Costas D.: *See* NIEMI, Pekka, 384–385.
POSKIPARTA, Elisa; NIEMI, Pekka; VAURAS, Marja: Who Benefits From Training in Linguistic Awareness in the First Grade, and What Components Show Training Effects, 437–446.
RABERGER, Thomas: *See* WIMMER, Heinz, 473–478.
RABREN, Karen; DARCH, Craig; EAVES, Ronald C.: The Differential Effects of Two Systematic Reading Comprehension Approaches with Students with Learning Disabilities, 36–47.
RÄSÄNEN, Tuuli: *See* ARO, Mikko, 457–463.
RASKU-PUTTONEN, Helena: *See* POIKKEUS, Anna-Maija, 22–35.
REASON, Rea: ADHD: A Psychological Response to an Evolving Concept, 85–91.
REITSMA, Pieter: *See* VAN DAAL, Victor H.P., 447–456.
RIGONI, Fiorenza: *See* CORNOLDI, Cesare, 48–57.
ROJEWSKI, Jay W.: Occupational and Educational Aspirations and Attainment of Young Adults With and Without LD Two Years after High School Completion, 533–552.
ROSE, Susan A.; FELDMAN, Judith F.; JANKOWSKI, Jeffery J.; FUTTER-WEIT, Lorelle R.: Visual and Auditory Temporal Processing, Cross-Modal Transfer, and Reading, 256–266.
ROSSELLI, Mónica: *See* PINEDA, David, 159–173.
ROTH, Ellen: *See* SCHNEIDER, Wolfgang, 429–436.
SCHAFER, Vickie A.: *See* MARSHALL, Richard M., 239–247.
SCHNEIDER, Wolfgang; ENNEMOSER, Marco; ROTH, Ellen; KÜSPERT, Petra: Kindergarten Prevention of Dyslexia: Does Training in Phonological Awareness Work for Everybody?, 429–436.
SEMRUD-CLIKEMAN, Margaret; NIELSEN, Kathleen H.; CLINTON, Amanda; SYLVESTER, Leihua; PARLE, Nancy; CONNOR, Robert T.: An Intervention Approach for Children with Teacher- and Parent-Identified Attentional Difficulties, 581–590.
SETTLE, Shirley A.; MILICH, Richard: Social Persistence Following Failure in Boys and Girls with LD, 201–212.
SEYMOUR, Philip H. K.; EVANS, Henryka M.: Foundation-Level Dyslexia: Assessment and Treatment, 394–405.
SHALHAV, Shlomo: *See* KRAVETZ, Shlomo, 248–256.
SHAW, Robert A.: The Case for Course Substitutions as a Reasonable Accomodation for Students with Foreign Language Learning Difficulties, 320–328, 349.
SIEGEL, Linda S.: Issues in the Definition and Diagnosis of Learning Disabilities: A Perspective on Guckenberger v. Boston University, 304–319.
SKOTTUN, Bernt; PARKE, Lesley A.: The Possible Relationship Between Visual Deficits and Dyslexia: Examination of Critical Assumption, 2–5.
SPARKS, Richard L.; GANSCHOW, Leonore: The Boston University Lawsuit: Introduction to the Special Series, 284–285.
SPARKS, Richard L.; JAVORSKY, James: Sudents Classified as LD and the College Foreign Language Requirement: Replication and Comparison Studies, 329–349.
SPARKS, Richard L.; PHILIPS, Lois; GANSCHOW, Leonore; JAVORSKY, James: Comparison of Students with LD Who Petitioned for or Fulfilled the College Foreign Language Requitement, 553–565.
SPARKS, Richard L.; PHILIPS, Lois; GANSCHOW, Leonore; JAVORSKY, James: Students with LD and the College Foreign Language Requirement: A Quantitative Analysis, 566–580.
STANOVICH, Keith E.: The Sociopsychometrics of Learning Disabilities, 350–361.
SWANSON, H. Lee: Reading Research for Students with LD: A Meta-Analysis of Intervention Outcomes, 504–532.

SYLVESTER, Leihua: *See* SEMRUD-CLIKEMAN, Margaret, 581–590.

TØNNESSEN, Finn Egil: Options and Limitations of the Cognitive Psychological Approach to the Treatment of Dyslexia, 386–393.

TØNNESSEN, Finn Egil: *See* NIEMI, Pekka, 384–385.

TRESSOLDI, Patrizio E.: *See* CORNOLDI, Cesare, 48–57.

VALLE, Isabel Hernández: *See* GONZÁLEZ, Juan E. Jiménez, 267–275.

VAN DAAL, Victor H.P.; REITSMA, Pieter: Effects of Outpatient Treatment of Dyslexia, 447–456.

VAN DAAL, Victor H.P.: *See* VAN DER LEIJ, Aryan, 417–428.

VAN DER LEIJ, Aryan; VAN DAAL, Victor H.P.: Automation Aspects of Dyslexia: Speed Limitations in Word Identification, Sensitivity to Increasing Task Demands, and Orthographic Compensation, 417–428.

VAN LUIT, Johannes E. H.; NAGLIERI, Jack A.: Effectiveness of the MASTER Program for Teaching Special Children Multiplication and Division, 98–107.

VAURAS, Marja: *See* POSKIPARTA, Elisa, 437–446.

VIO, Claudio: *See* CORNOLDI, Cesare, 48–57.

WARD-LONERGAN, Jeannene M.; LILES, Betty Z.; ANDERSON, Angela M.: Verbal Retelling Abilities in Adolescents With and Without Language-Learning Disabilities for Social Studies Lectures, 213–223.

WHELAN, Amy: *See* WOLINSKY, Sid, 286–291.

WILLIAMS, Kathryn A.: *See* AARON, P. G., 120–137.

WIMMER, Heinz; MAYRINGER, Heinz; RABERGER, Thomas: Reading and Dual-Task Balancing: Evidence Against the Automatization Deficit Explanation of Developmental Dyslexia, 473–478.

WOLINSKY, Sid; WHELAN, Amy: Federal Law and the Accomodation of Students with LD: The Lawyers' Look at the BU Decision, 286–291.

ZOOK, Dori: *See* BERNINGER, Virginia, 491–503.